

FIG. 1/10

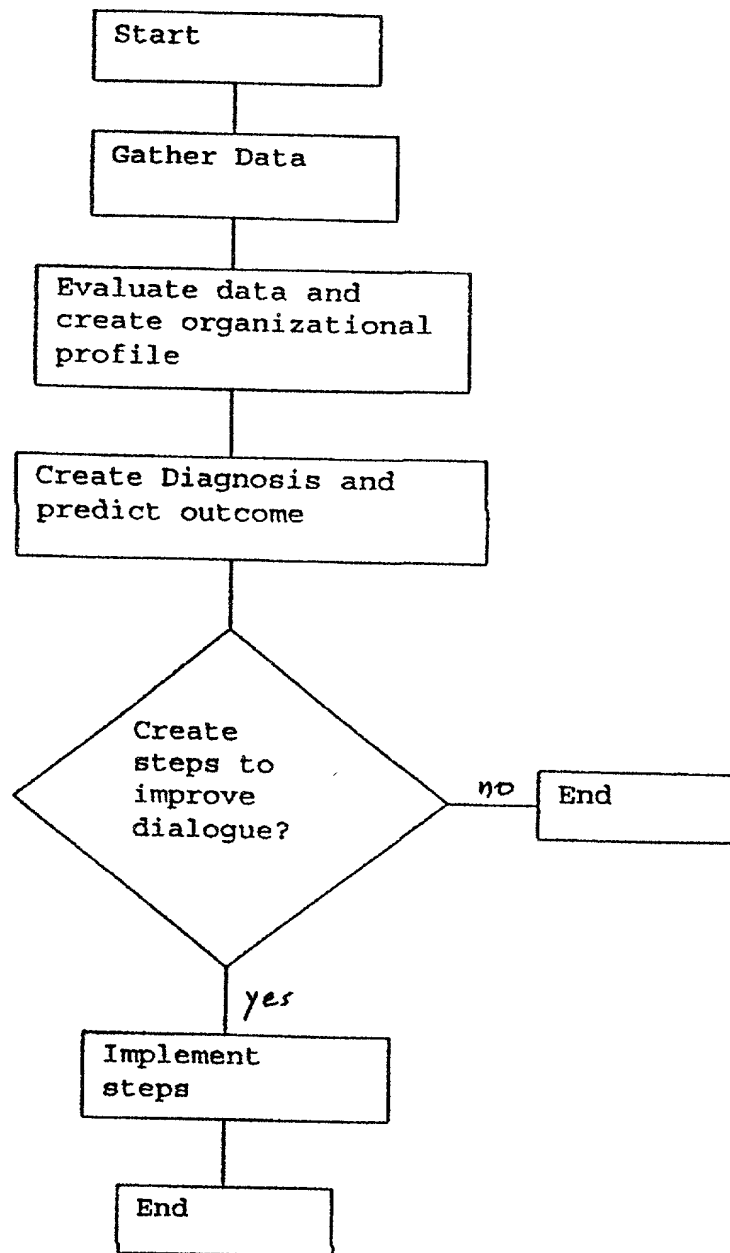


FIG. 2/10

Three levels of Depth of Dialog Drivers
by Professor Howard V. Perlmuter

BRIDGING L.I Unfreezing Openness to differences Identify differences L.II Accept differences Rejoice in differences Listening for reciprocal meaning L.III Transcend differences	BONDING L.I Multilevel Personal contacts L.II Compatibility Feelings of friendship Continuity of relationships L.III Deep Personal chemistry Heart to heart conversation Mutual trust and respect	BANDING L.I Experiencing "we" Finding common ground Experiencing interdependence L.II Shared vision Joint team thinking, harmony L.III Some shared identity Experiencing common values
BLENDING L.I Co-learning orientation Initial brainstorming. L.II Reframing each other's ideas leads To Build on strengths Reduce weaknesses L.III Discovery of major new ideas Dynamic syncretism	BOUNDING L.I Concern with focus Seek a domain of sharing L.II See doable initial projects Understand boundaries of cooperation L.III Relevant resources made accessible Relevant actors included Scope and time considered	BINDING L.I Joint commitment Joint stakes in outcomes L.II Trust level sufficient Respect level sufficient L.III Continuity assured Milestones set Future orientation
BUILDING L.I Joint implementation orientation Shared social architecture L.II Linking vision to initiatives Shared governance (leadership process) Shared understanding of strategic positioning L.III Operating cultures in action Structures facilitating implementation		

FIG. 3/10

Three Levels of Dialog Deficits

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DIALOG DEFICITS FALLOW L.I Moribund Little knowledge of the other No apparent conflict L.II Underlying fears about contact No opportunities seen for contact L.III Aversion to bonding Depersonalization: negative stereotypes	DIALOG DEFICITS FAILED L.I Bad memories Unhealed wounds Discourage openness to empathize L.II Unsettled scores Resist efforts to renew dialogue L.III Depersonalization of others Hostile actions, hatreds	DIALOG DEFICITS FAILING L.I Efforts to bridge reducing Distrust increasing L.II Lack of respect increasing Marked reduction in bonding L.III Conspiratorial theories De-bonding underway Poor performance outcomes
DIALOG DEFICITS FROZEN L.I Stuck in fixed positions Polarization predominant L.II No bridging appears possible Egocentrism prevails L.III Intermediation fails Resist efforts at unfreezing Seen as chronic stalemate	DIALOG DEFICITS FEEBLE L.I Volatile meetings Low openness L.II Inattentive listening Defensive encounters Infrequent meetings L.III Lowest common denominator outcomes Perceived narrow domain of sharing	

FIG. 4/10

BOX 3. THREE LEVELS OF DEPTH IN DIALOG

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LEVEL ONE : PSYCHOLOGICAL

COGNITIVE, AFFECTIVE BEHAVIORAL
THE SEVEN ESSENTIAL DEEP DIALOG PROCESSES
DEEP DIALOG DEFICITS
CREATING DEEP DIALOG OPPORTUNITIES

LEVEL TWO : EXISTENTIAL

PERSON TO PERSON .
FROM DEPERSONALIZED- STEREOTYPIC (I-IT) TO
I -THOU (HOLISTIC)
AUTHENTIC INTERPERSONAL RELATIONSHIPS

LEVEL THREE : SPIRITUAL

HUMAN TO HUMAN

TRANSCENDENT

" SOUL TO SOUL "

DIVINE SPARK

FIG. 5-1/10

The purpose of this confidential survey is to develop an "x-ray" of the quality of Deep Dialog communications within . Our goals are to improve communications and working conditions within the company and contribute to, success in the marketplace.

Your CEO, is committed to positive change in . He strongly wants and encourages you to participate by sharing your honest opinions and views. Your full involvement in the audit is very important to this process. This is your opportunity to impact the future of.

We believe that problems you don't identify are problems you can't solve. We also believe that people who are part of the problem should be part of the solution. This audit process will help identify our current communication problems and what you think should be done about them.

Then, we will quickly develop a plan of action and move forward to begin improving communications within . You will receive a summary report of the audit's findings and our action plan within six to eight weeks after the audit is completed.

Please take the necessary time to complete this questionnaire.

Briefly, about the Deep Dialog Audit:

Deep Dialog is a process for diagnosing and improving communications within an organization. It was developed by Prof. Howard V. Perlmutter of the Wharton School at the University of Pennsylvania in conjunction with the Media Minde Group.

begins the process with this first Deep Dialog baseline audit. About six months from now, we will conduct a similar audit to benchmark progress.

Our research indicates leading firms of the 21st century will be marked by:

- High quality communications worldwide
- Willingness and ability to work together in geographically dispersed groups, often on complex tasks inside and outside the enterprise
- An atmosphere of mutual confidence and trust despite language and cultural differences

A primary competence will be building a culture which supports high quality communications, knowledge transfer and positive teamwork, one which rates high on Deep Dialog Drivers with a relative absence of Deep Dialog Deficits.

Communications strengths in a company are the "Drivers", and communications weaknesses are the "Deficits".

FIG. 5-2/10

In this audit, you will be asked to rate how the seven Deep Dialog Drivers and five Deep Dialog Deficits match up with _____ culture and with your communications with people at different levels and functional areas in the company.

Your individual responses are confidential and anonymous.

Responses go directly to the independent research firm employed by _____ to conduct this audit. They will be merged with those of your fellow employees' responses into databases to produce statistical summary reports.

Participant Instructions:

Questions should be completed at a quiet time when you can concentrate on your answers without interruption. Depending upon the questions which apply to you, completion time will be 45-60 minutes.

If a question does not apply to you, skip the question.

Though the questionnaire is many pages long, you will find that some questions may not apply to you. The questionnaire is organized into sets of questions. Once you determine which questions do not apply to you in the first set, you will be able to skip quickly past that group of questions in each set as you move through the survey.

Shade circles like this: ●
Not like this: ⊗



Please tell us your position:

- ☐ Vice President/Senior Manager
- ☐ Manager/Director
- ☐ Supervisor/Foreman
- ☐ Non-Management Professional (Exempt)
- ☐ Non-Exempt Employee
- ☐ Hourly Employee
- ☐ Temporary Employee

Please tell us your functional area:

- ☐ Finance
- ☐ Human Resources
- ☐ Quality/Product Engineering
- ☐ Operations/Manufacturing
- ☐ Technology
- ☐ Marketing
- ☐ Domestic Sales (includes Canada)
- ☐ International Sales

Communications within

- The Deep Dialog Drivers

Bridging - People are able to understand and work with each other despite differences
Bonding - Distinctive relationships between people based on mutual trust and respect
Banding - Collaborative team interaction and willingness to band together
Blending - Opportunities to blend ideas and frequent innovations
Bounding - People can focus on specific projects which contribute to shared objectives
Binding - People engage in strong commitments to carry out joint projects
Building - People carry out the commitment to implement projects with success

FIG. 5-3/10

Deep Dialog Drivers - Using a scale of 1-10, rate the quality of each of the following Deep Dialog Drivers within Quantag's current operating culture. High numbers are good. Low numbers are bad.

Bridging Communications Between Groups

BRIDGING: People are able to understand and work with each other despite differences

Please rank the quality of your Bridging communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have high quality Bridging with only about 10% of the people in the group, rate your Bridging communications a "1". If you have high quality Bridging communications with about 30% of the group, rate it a "3"; and if you have high quality Bridging with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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FIG. 5-4/10

Bonding Communications Between Groups

BONDING: Distinctive relationships between people based on mutual trust and respect

Please rank the quality of your Bonding communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have high quality Bonding with only about 10% of the people in the group, rate your Bonding communications a "1". If you have high quality Bonding communications with about 30% of the group, rate it a "3"; and if you have high quality Bonding with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Management Professional (Exempt):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Exempt Employees:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Domestic Sales (including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 5-5/10

Banding Communications Between Groups

BANDING: Collaborative team interaction and willingness to band together

Please rank the quality of your Banding communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have high quality Banding with only about 10% of the people in the group, rate your Banding communications a "1". If you have high quality Banding communications with about 30% of the group, rate it a "3"; and if you have high quality Banding with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Non-Exempt Employees:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Domestic Sales (Including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 5-6/10

Blending Communications Between Groups

BLENDING: Opportunities to blend ideas and frequent innovations

Please rank the quality of your Blending communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have high quality Blending with only about 10% of the people in the group, rate your Blending communications a "1". If you have high quality Blending communications with about 30% of the group, rate it a "3"; and if you have high quality Blending with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Non-Exempt Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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FIG. 5-7/10

Bounding Communications Between Groups

BOUNDING: People can focus on specific projects which contribute to shared objectives

Please rank the quality of your Bounding communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have high quality Bounding with only about 10% of the people in the group, rate your Bounding communications a "1". If you have high quality Bounding communications with about 30% of the group, rate it a "3"; and if you have high quality Bounding with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Sales (Including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 5-8/10

Binding Communications Between Groups

BINDING: People engage in strong commitments to carry out joint projects

Please rank the quality of your Binding communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have high quality Binding with only about 10% of the people in the group, rate your Binding communications a "1". If you have high quality Binding communications with about 30% of the group, rate it a "3"; and if you have high quality Binding with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Management Professional (Exempt):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Exempt Employees:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employees:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employees:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Sales (Including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 5-9/10

Building Communications Between Groups

BUILDING: People carry out the commitment to implement projects with success

Please rank the quality of your Building communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have high quality Building with only about 10% of the people in the group, rate your Building communications a "1". If you have high quality Building communications with about 30% of the group, rate it a "3"; and if you have high quality Building with 70% of the group, rate it a "7", etc.

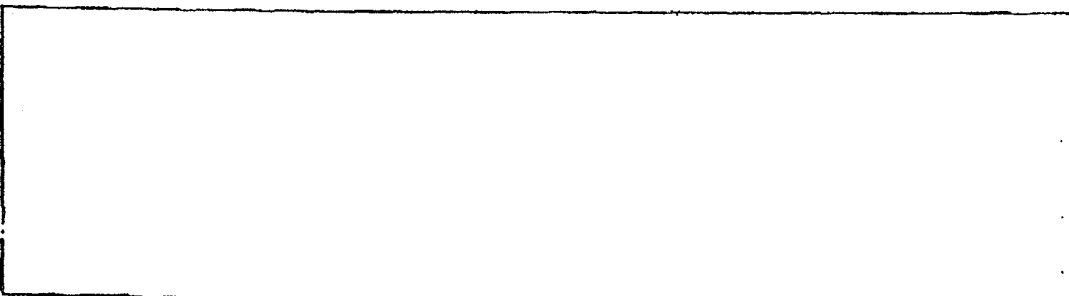
	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Management Professional (Exempt):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Exempt Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Sales (including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 5-10/10

Please describe the underlying reasons why you rated the quality of your Deep Dialog Driver communications with individuals in other groups. (Try to refer to the Individual Drivers and the specific groups you are referring to when describing the quality of communications.)

The Deep Dialog Drivers:

- Bridging - People are able to understand and work with each other despite differences
- Bonding - Distinctive relationships between people based on mutual trust and respect
- Banding - Collaborative team interaction and willingness to band together
- Blending - Opportunities to blend ideas and frequent innovations
- Bounding - People can focus on specific projects which contribute to shared objectives
- Binding - People engage in strong commitments to carry out joint projects
- Building - People carry out the commitment to implement projects with success



What suggestions do you have for improving the quality of your Deep Dialog Driver communications with individuals in the other groups? (Try to refer to the Individual Drivers and the specific groups you are referring to when describing the quality of communications.)

The Deep Dialog Drivers:

- Bridging - People are able to understand and work with each other despite differences
- Bonding - Distinctive relationships between people based on mutual trust and respect
- Banding - Collaborative team interaction and willingness to band together
- Blending - Opportunities to blend ideas and frequent innovations
- Bounding - People can focus on specific projects which contribute to shared objectives
- Binding - People engage in strong commitments to carry out joint projects
- Building - People carry out the commitment to implement projects with success

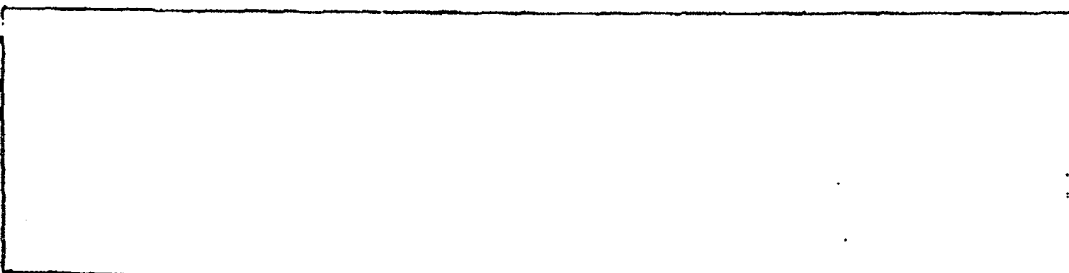


FIG. 5-11/10

Congratulations! You are more than halfway through the audit. Thank you again for participating in this vital process for improving Quality.

Communications within'

- The Deep Dialog Deficits

- Fallow** - No communications taking place
- Faked** - People tried in the past and found they cannot communicate
- Faking** - Current communications are getting worse
- Frozen** - Stalemate; major arguments are taking place between people with opposite positions
- Feeble** - Minimal communications, no important information exchanged

Deficits are negative communication relationships which result in destructive consequences, tearing down an organization's ability to succeed.

On the next sets of questions you will be asked to rate the extent of Deep Dialog Deficit, or negative, communications relationships you have with people in other groups.

Higher deficit ratings (more than 50%) mean that your communications with more than half the people in another group are poor. Lower deficit ratings (less than 50%) mean that your communications with less than half the people in another group are negative.

When rating the extent of your Deep Dialog Deficits, lower ratings are more positive, and higher ratings are more negative.

Fallow Communications Between Groups

FALLOW: No communications are taking place

Please rate the extent of your Fallow communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have Fallow communications with only about 10% of the people in the group, rate your Fallow communications as a "1". If you have Fallow communications with about 30% of the group, rate it a "3"; and if you have Fallow communications with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Management Professional (Exempt):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Exempt Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A-11

FIG. 5-12/10

Deep Dialog Deficits - Follow (continued)

FALLOW: No communications are taking place

	1	2	3	4	5	6	7	8	9	10
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Sales (Including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Failed Communications Between Groups

FAILED: People tried in the past and found they cannot communicate

Please rate the extent of your Failed communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have Failed communications with 10% of the people in another group, rate it as a "1". If you have Failed communications with about 30% of the group, rate it a "3"; and if you have Failed communications with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Management Professional (Exempt):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Exempt Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 5-13/10

Deep Dialog Deficits - Failed (continued)

FAILED - People tried in the past and found they could not communicate

	1	2	3	4	5	6	7	8	9	10
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Sales (Including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Failing Communications Between Groups

FAILING: Current communications are getting worse

Please rate the extent of your Failing communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have Failing communications with 10% of the people in another group, rate it as a "1". If you have Failing communications with about 30% of the group, rate it a "3"; and if you have Failing communications with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Management Professional (Exempt):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Exempt Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 5-14/10

Deep Dialog Deficits - Failing (continued)

FAILING - Current communications are getting worse

	1	2	3	4	5	6	7	8	9	10
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Sales (including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Frozen Communications Between Groups

FROZEN: Stalemate, major arguments are taking place between people with opposite positions

Please rate the extent of your Frozen communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have Frozen communications with 10% of the people in another group, rate it as a "1". If you have Frozen communications with about 30% of the group, rate it a "3"; and if you have Frozen communications with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Management Professional (Exempt):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Exempt Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 5-17/10

As _____ stated, "Each of us is part of the communication problems, and we are also part of the solutions." In this spirit, what can you personally do to reduce communication problems with individuals in other groups or within your group? (Try to refer to the individual Deficits and the specific groups you are referring to in your answers.)

The Deep Dialog Deficits:

- Fallow - No communications taking place
- Falled - People tried in the past and found they cannot communicate
- Falling - Current communications are getting worse
- Frozen - Stalemate; major arguments are taking place between people with opposite positions
- Feeble - Minimal communications, no important information exchanged

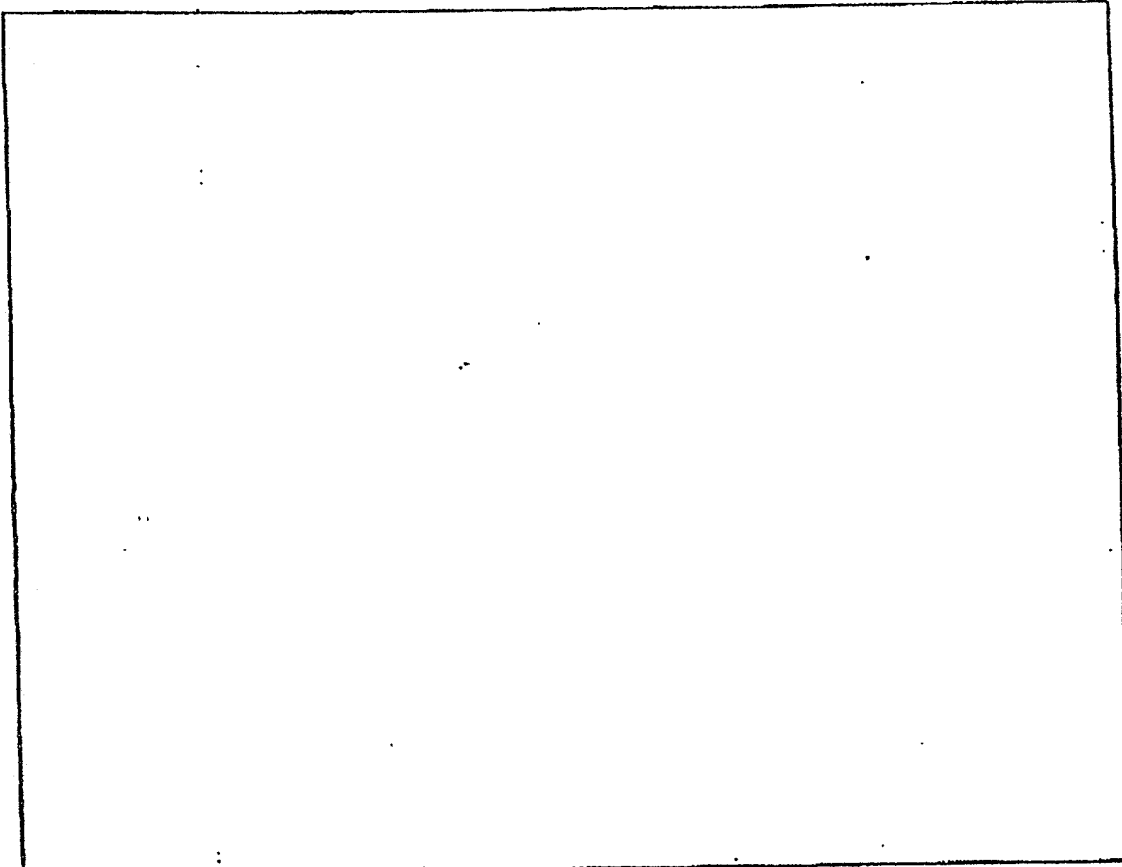


FIG. 5-18/10

What consequences have you seen as a result of Deep Dialog Deficits in your communications with individuals in other groups in Quantegy? (Try to refer to the individual Deficits and the specific groups you are referring to when describing the quality of communications.)

The Deep Dialog Deficits:

- Fallow** - No communications taking place
- Failed** - People tried in the past and found they cannot communicate
- Falling** - Current communications are getting worse
- Frozen** - Stalemate; major arguments are taking place between people with opposite positions
- Feeble** - Minimal communications, no important information exchanged

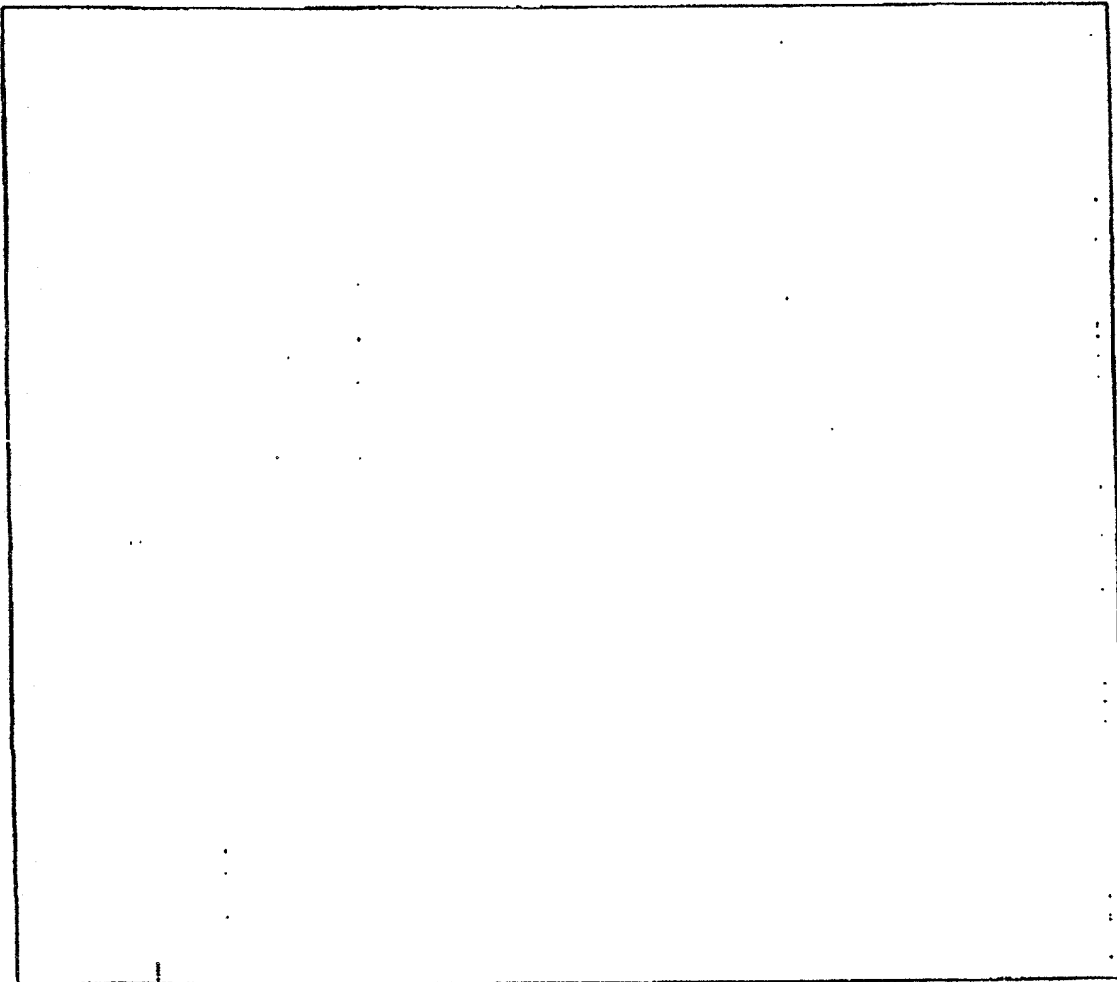


FIG. 5-19/10

Overall Rankings of Your Deep Dialog Communications with Individuals in Other Groups:

Please rate the extent of your overall Deep Dialog Communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have high quality Deep Dialog Communications with 10% of the people in another group, rate it as a "1". If you have high quality Deep Dialog Communications with about 30% of the group, rate it a "3"; and if you have high quality Deep Dialog Communications with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Management Professional (Exempt):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Exempt Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Sales (Including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Deep Dialog within Your Functional Area

Please rate the quality of Deep Dialog within your functional group. Assign a rating on a scale of 1 to 10 depending upon the percentage of people within your group with whom you have high quality Deep Dialog Communications.

	1	2	3	4	5	6	7	8	9	10
Deep Dialog within your functional group:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 6-1/10

Your Name: _____ Your Firm: _____

II. The Deep Dialog Communication Audit: a deep dialog analysis of communication, and knowledge transfer and sharing inside and outside your firm

Background

Our research indicates that the leading firms of the 21st century will be marked by (1) a high quality of communications worldwide, (2) a willingness and capability to work together in geographically dispersed groups on often complex joint tasks inside and outside their firm, and (3) an atmosphere of mutual confidence and trust, despite language and cultural differences.

A primary competence then will be building a culture which supports high quality communication and sharing knowledge everywhere inside (and sometimes outside) the firm.

By high quality communication and knowledge sharing we mean communication described as deep dialog drivers and the relative absence of deep dialog deficits. (read "On Deep Dialog" by Howard Perlmutter)

Evaluate on the attached pages the quality of communication and knowledge sharing in terms of deep dialog drivers and deep dialog deficits in at least two, but preferably more, areas comparing successful and unsuccessful cases from your experience with your current company or other companies.

- (A) One successful case and one unsuccessful case of new product development launch
- (B) One successful case and one unsuccessful case of relationships between HQ and affiliates
- (C) One successful case and one unsuccessful case of an alliance with another company
- (D) One successful case and one unsuccessful case of post merger integration
- (E) One successful and one unsuccessful case of cross cultural negotiations
- (F) [See page 13] Pick one other comparison you would like to make based on business or cross cultural issues you identified, e.g. multinational team building; developing a shared global vision; developing customer intimacy; dealing with external stakeholders like suppliers, distributors, government, unions, environmental groups; dealing with Western or Asian companies...

FIG. 6-2/10

Part II. A. New Product Development & Launch

Please compare from your experience the Deep Dialog features of your case of:

1. A relatively successful new product development & launch
2. A relatively unsuccessful new product development & launch

1. Your case of a relatively successful new product development & launch	2. Your case of a relatively unsuccessful new product development & launch
<p>Part I. Rank the Deep Dialog Drivers. Give a score of:</p> <p>10 for a high degree, fits well 1 very low does not fit 5 partly fits</p> <p><input type="checkbox"/> 1. Bridging : people were able to bridge time, language, cultural and geographical differences.</p> <p><input type="checkbox"/> 2. Bonding : marked by distinctive relationships between persons based on mutual trust and respect.</p> <p><input type="checkbox"/> 3. Banding: marked by collaborative team interactions and a willingness to band or join together.</p> <p><input type="checkbox"/> 4. Blending: opportunities to blend ideas, with frequent innovations forthcoming.</p> <p><input type="checkbox"/> 5. Bounding: people can bound their relationships, can focus on specific projects which contribute to shared objectives.</p> <p><input type="checkbox"/> 6. Binding: people engage in strong commitments to carry out joint projects.</p> <p><input type="checkbox"/> 7. Building: people carry out the commitment to implement projects with success.</p>	<p>Part I. Rank the Deep Dialog Drivers. Give a score of:</p> <p>10 for a high degree, fits well 1 very low does not fit 5 partly fits</p> <p><input type="checkbox"/> 1. Bridging : people were able to bridge time, language, cultural and geographical differences.</p> <p><input type="checkbox"/> 2. Bonding : marked by distinctive relationships between persons based on mutual trust and respect.</p> <p><input type="checkbox"/> 3. Banding: marked by collaborative team interactions and a willingness to band or join together.</p> <p><input type="checkbox"/> 4. Blending: opportunities to blend ideas, with frequent innovations forthcoming.</p> <p><input type="checkbox"/> 5. Bounding: people can bound their relationships, can focus on specific projects which contribute to shared objectives.</p> <p><input type="checkbox"/> 6. Binding: people engage in strong commitments to carry out joint projects.</p> <p><input type="checkbox"/> 7. Building: people carry out the commitment to implement projects with success.</p>

FIG. 6-3/10

<p>Part II. Rank the Deep Dialog Deficits of your case of a relatively successful new product development & launch</p> <p>Give a score of: 10 very high, that is, fits very well (very poor Deep Dialog) 1 very low, does not fit. (excellent Deep Dialog)</p> <p><input type="checkbox"/> 1.Fallow: no communications taking place.</p> <p><input type="checkbox"/> 2.Failed: people tried in the past and found they cannot communicate</p> <p><input type="checkbox"/> 3.Falling: current communications is getting worse.</p> <p><input type="checkbox"/> 4.Frozen: major arguments are taking place with polarized positions</p> <p><input type="checkbox"/> 5.Feeble: minimal communication</p> <p>Your comments: Why was it successful?</p> <p>How to improve?</p>	<p>Part II. Rank the Deep Dialog Deficits of your case of a relatively unsuccessful new product development & launch</p> <p>Give a score of: 10 very high, that is, fits very well (very poor Deep Dialog) 1 very low, does not fit. (excellent Deep Dialog)</p> <p><input type="checkbox"/> 1.Fallow: no communications taking place.</p> <p><input type="checkbox"/> 2.Failed: people tried in the past and found they cannot communicate</p> <p><input type="checkbox"/> 3.Falling: current communications is getting worse.</p> <p><input type="checkbox"/> 4.Frozen: major arguments are taking place with polarized positions</p> <p><input type="checkbox"/> 5.Feeble: minimal communication</p> <p>Your comments: Why was it unsuccessful?</p> <p>How to improve?</p>
---	---

FIG. 6-4/10

Part II. B. HQ- Affiliate Relationship

Please compare from your experience the Deep Dialog features of your case of:

1. A relatively successful HQ- affiliate relationship
2. A relatively unsuccessful HQ- affiliate relationship

1. Your case of a relatively successful HQ affiliate relationship	2. Your case of a relatively unsuccessful HQ affiliate relationship
<p>Part I. Rank the Deep Dialog Drivers. Give a score of:</p> <p>10 for a high degree, fits well 1 very low does not fit 5 partly fits</p> <p><input type="checkbox"/> 1. Bridging : people were able to bridge time, language, cultural and geographical differences.</p> <p><input type="checkbox"/> 2. Bonding : marked by distinctive relationships between persons based on mutual trust and respect.</p> <p><input type="checkbox"/> 3. Banding: marked by collaborative team interactions and a willingness to band or join together.</p> <p><input type="checkbox"/> 4. Blending: opportunities to blend ideas, with frequent innovations forthcoming.</p> <p><input type="checkbox"/> 5. Bounding: people can bound their relationships, can focus on specific projects which contribute to shared objectives.</p> <p><input type="checkbox"/> 6. Binding: people engage in strong commitments to carry out joint projects.</p> <p><input type="checkbox"/> 7. Building: people carry out the commitment to implement projects with success.</p>	<p>Part I. Rank the Deep Dialog Drivers. Give a score of:</p> <p>10 for a high degree, fits well 1 very low does not fit 5 partly fits</p> <p><input type="checkbox"/> 1. Bridging : people were able to bridge time, language, cultural and geographical differences.</p> <p><input type="checkbox"/> 2. Bonding : marked by distinctive relationships between persons based on mutual trust and respect.</p> <p><input type="checkbox"/> 3. Banding: marked by collaborative team interactions and a willingness to band or join together.</p> <p><input type="checkbox"/> 4. Blending: opportunities to blend ideas, with frequent innovations forthcoming.</p> <p><input type="checkbox"/> 5. Bounding: people can bound their relationships, can focus on specific projects which contribute to shared objectives.</p> <p><input type="checkbox"/> 6. Binding: people engage in strong commitments to carry out joint projects.</p> <p><input type="checkbox"/> 7. Building: people carry out the commitment to implement projects with success.</p>

FIG. 6-5/10

<p>Part II. Rank the Deep Dialog Deficits of your case of a relatively successful HQ affiliate relationship</p> <p>Give a score of:</p> <p>10 very high, that is, fits very well (very poor Deep Dialog)</p> <p>1 very low, does not fit. (excellent Deep Dialog)</p> <p><input type="checkbox"/> 1.Fallow: no communications taking place.</p> <p><input type="checkbox"/> 2.Failed: people tried in the past and found they cannot communicate</p> <p><input type="checkbox"/> 3.Falling: current communications is getting worse.</p> <p><input type="checkbox"/> 4.Frozen: major arguments are taking place with polarized positions</p> <p><input type="checkbox"/> 5.Feeble: minimal communication</p> <p>Your comments: Why was it successful?</p> <p>How to improve?</p>	<p>Part II. Rank the Deep Dialog Deficits of your case of a relatively unsuccessful HQ affiliate relationship</p> <p>Give a score of:</p> <p>10 very high, that is, fits very well (very poor Deep Dialog)</p> <p>1 very low, does not fit. (excellent Deep Dialog)</p> <p><input type="checkbox"/> 1.Fallow: no communications taking place.</p> <p><input type="checkbox"/> 2.Failed: people tried in the past and found they cannot communicate</p> <p><input type="checkbox"/> 3.Falling: current communications is getting worse.</p> <p><input type="checkbox"/> 4.Frozen: major arguments are taking place with polarized positions</p> <p><input type="checkbox"/> 5.Feeble: minimal communication</p> <p>Your comments: Why was it unsuccessful?</p> <p>How to improve?</p>
---	---

FIG. 6-6/10

PART II. D. Post Merger Integration

Please compare from your experience the Deep Dialog features of your case of:

1. A relatively successful post merger integration
2. A relatively unsuccessful post merger integration

1. Your case of a relatively successful post merger integration	2. Your case of a relatively unsuccessful post merger integration
<p>Part I. Rank the Deep Dialog Drivers. Give a score of:</p> <p style="margin-left: 40px;">10 for a high degree, fits well 1 very low does not fit 5 partly fits</p> <p><input type="checkbox"/> 1. Bridging : people were able to bridge time, language, cultural and geographical differences.</p> <p><input type="checkbox"/> 2. Bonding : marked by distinctive relationships between persons based on mutual trust and respect.</p> <p><input type="checkbox"/> 3. Banding: marked by collaborative team interactions and a willingness to band or join together.</p> <p><input type="checkbox"/> 4. Blending: opportunities to blend ideas, with frequent innovations forthcoming.</p> <p><input type="checkbox"/> 5. Bounding: people can bound their relationships, can focus on specific projects which contribute to shared objectives.</p> <p><input type="checkbox"/> 6. Binding: people engage in strong commitments to carry out joint projects.</p> <p><input type="checkbox"/> 7. Bullding: people carry out the commitment to implement projects with success.</p>	<p>Part I. Rank the Deep Dialog Drivers. Give a score of:</p> <p style="margin-left: 40px;">10 for a high degree, fits well 1 very low does not fit 5 partly fits</p> <p><input type="checkbox"/> 1. Bridging : people were able to bridge time, language, cultural and geographical differences.</p> <p><input type="checkbox"/> 2. Bonding : marked by distinctive relationships between persons based on mutual trust and respect.</p> <p><input type="checkbox"/> 3. Banding: marked by collaborative team interactions and a willingness to band or join together.</p> <p><input type="checkbox"/> 4. Blending: opportunities to blend ideas, with frequent innovations forthcoming.</p> <p><input type="checkbox"/> 5. Bounding: people can bound their relationships, can focus on specific projects which contribute to shared objectives.</p> <p><input type="checkbox"/> 6. Binding: people engage in strong commitments to carry out joint projects.</p> <p><input type="checkbox"/> 7. Bullding: people carry out the commitment to implement projects with success.</p>

FIG. 6-7/10

<p>Part II. Rank the Deep Dialog Deficits of your case of a relatively successful post merger integration</p> <p>Give a score of:</p> <p>10 very high, that is, fits very well (very poor Deep Dialog)</p> <p>1 very low, does not fit. (excellent Deep Dialog)</p> <p><input type="checkbox"/> 1. Follow: no communications taking place.</p> <p><input type="checkbox"/> 2. Failed: people tried in the past and found they cannot communicate</p> <p><input type="checkbox"/> 3. Falling: current communications is getting worse.</p> <p><input type="checkbox"/> 4. Frozen: major arguments are taking place with polarized positions</p> <p><input type="checkbox"/> 5. Feeble: minimal communication</p> <p>Your comments: Why was it successful?</p> <p>How to improve?</p>	<p>Part II. Rank the Deep Dialog Deficits of your case of a relatively unsuccessful post merger integration</p> <p>Give a score of:</p> <p>10 very high, that is, fits very well (very poor Deep Dialog)</p> <p>1 very low, does not fit. (excellent Deep Dialog)</p> <p><input type="checkbox"/> 1. Follow: no communications taking place.</p> <p><input type="checkbox"/> 2. Failed: people tried in the past and found they cannot communicate</p> <p><input type="checkbox"/> 3. Falling: current communications is getting worse.</p> <p><input type="checkbox"/> 4. Frozen: major arguments are taking place with polarized positions</p> <p><input type="checkbox"/> 5. Feeble: minimal communication</p> <p>Your comments: Why was it unsuccessful?</p> <p>How to improve?</p>
--	--

FIG. 6-8/10

Your Name: _____ Company affiliation: _____

Part I. Deep Dialog Drivers in your current global network

1. How global is your own communications network? List the countries where you know partners or have worked with other people? North America _____ Latin America _____ West Europe _____ East Europe _____ Asia _____ Middle East _____ Africa _____

2. In Table I. mark the quality of Deep Dialog Drivers in the different boxes below on the seven dimensions below for the areas above. Give a score of 10 = very high, fits very well and 1 = very low, does not fit at all as regards your experience working with people from other companies in your firm

(1) Bridging: To what degree were you able to bridge differences between people you worked with in other countries in your firm?

(2) Bonding: To what degree have you been able to build personal relationships based on mutual trust and respect with people in other countries?

(3) Banding: To what degree have been able to find a sense of belonging, to the same firm, having a common identity, a "we" feeling?

(4) Blending: To what degree do you find you are able to interact with people in other countries and come up with new solutions neither had at the outset?

(5) Bounding: To what degree have you found common projects to focus on?

(6) Binding: To what degree have you reached the point of gaining a common commitment to taking on a project which extends beyond the boundaries of your country?

(7) Building: To what degree have you successfully implemented joint projects?

Table I. Your Deep Dialog Drivers around the world

Deep Dialog Drivers / Areas of World	North America	Latin America	West Europe	East Europe	Asia	Middle East	Africa
Bridging							
Bonding							
Banding							
Blending							
Bounding							
Binding							
Building							

Comments: _____

FIG. 6-9/10

Part II. Deep Dialog Deficits

1. Mark in Table II where inside Aegon globally, your relations with different people inside the firm in other countries, can be characterized as having Deep Dialog Deficits: Give a score of 10 = very high, that is fits very well and 1 = very low, does not fit as regards these five types of Deep Dialog Deficits.

Fallow: very little communications and interest in communication

Failed: tried in the past and found we cannot communicate

Falling: current communications are getting worse for various reasons

Frozen: major arguments take place with polarized positions

Feeble: some but not very effective communication is taking place.

Table II Your Deep Dialog deficits in various areas of the world

Deep Dialog Deficits / Areas of World	North America	Latin America	West Europe	East Europe	Asia	Middle East	Africa
Fallow							
Failed							
Falling							
Frozen							
Feeble							

2. What are the consequences of these Deep Dialog Deficits? Please give examples.

Thank you for your inputs!

FIG. 7/10

BUSINESS AREA

Please Compare from your experience the Deep Dialog features of I. A Relatively Successful case with II. A Relatively Unsuccessful case in the same BUSINESS AREA (SEE LIST ON PREVIOUS PAGE)

I. THE RELATIVELY SUCCESSFUL CASE	II. THE RELATIVELY UNSUCCESSFUL CASE
<p>Part I. Rank the Deep Dialog Drivers. Give a score of <u>10</u> for a high degree, fits well, <u>1</u> very low does not fit, and <u>5</u> partly fits.</p> <p>1. () Bridging : people were able to bridge time, language, cultural and geographical differences</p> <p>2. () Bonding : marked by distinctive positive relationships between persons based on mutual trust and respect,</p> <p>3. () Banding : marked by collaborative team interactions and a willingness to band or join together.</p> <p>4. () Blending : took opportunities to blend ideas, including with frequent innovations forthcoming</p> <p>5. () Bounding : people focused on specific projects which contribute to shared objectives.</p> <p>6. () Binding : people engaged in strong commitments to carry out joint projects, i</p> <p>7. () Building : people carried out the commitment to implement projects.</p> <p>Part II. Rank the Deep Dialog Deficits of your case of the RELATIVELY SUCCESSFUL CASE YOU CHOSE 10 = <u>very high, that is, fits very well</u> and 1 = <u>very low, does not fit</u> Note: 10 means very poor Deep Dialog : 1 means excellent</p> <p>1. () Fallow : no communications taking place key people.</p> <p>2. () Failed : people tried in the past and found they cannot communicate</p> <p>3. () Falling : current communications got worse over time</p> <p>4. () Frozen : major arguments took place with polarized positions</p> <p>5. () Feeble : minimal communication, little shared knowledge</p> <p><u>YOUR EXPLANATION OF SUCCESS:</u> WHY SUCCESSFUL ?</p> <p>WHAT BENEFITS OF SUCCESS ?</p> <p>HOW TO IMPROVE ? LESSONS FOR THE FUTURE ?</p>	<p>Part I. Rank the Deep Dialog Drivers. Give a score of <u>10</u> for a high degree, fits well, <u>1</u> very low does not fit, and <u>5</u> partly fits.</p> <p>1. () Bridging : people were able to bridge time, language, cultural and geographical differences .</p> <p>2. () Bonding : marked by distinctive positive relationships between persons based on mutual trust and respect,</p> <p>3. () Banding : marked by collaborative team interactions a willingness to band or join together.</p> <p>4. () Blending : took opportunities to blend ideas, with frequent innovations forthcoming.</p> <p>5. () Bounding : people focused on specific projects which contribute to shared objectives.</p> <p>6. () Binding : people engaged in strong commitments to carry out joint projects,</p> <p>7. () Building : people carried out the commitment to implement projects.</p> <p>Part II. Rank the Deep Dialog Deficits of your RELATIVELY UNSUCCESSFUL CASE YOU CHOSE 10 = <u>very high, that is, fits very well</u> and 1 = <u>very low, Note :10 means very poor Deep Dialog :1 means excellent</u></p> <p>1. () Fallow : no communications taking place with key people.</p> <p>2. () Failed : people tried in the past and found they cannot communicate</p> <p>3. () Falling : current communications got worse over time</p> <p>4. () Frozen : major arguments took place with polarized positions</p> <p>5. () Feeble : minimal communication, little shared knowledge</p> <p><u>YOUR EXPLANATION OF FAILURE :</u> WHY UNSUCCESSFUL ?</p> <p>WHAT COSTS AND CONSEQUENCES OF FAILURE?</p> <p>HOW TO IMPROVE ? LESSONS FOR THE FUTURE ?</p>

● **FIG. 8-12/10** ●

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Discussion Questions: 7 DD Drivers

The 7 Deep Dialog Drivers don't occur in a strictly linear/sequential way. They can "loop," they can interact, they can repeat.

How do the seven processes interact? For instance, in the interaction between Bridging and Bonding, you'd expect some Bridging, the sharing of commonalities and differences, to occur before being able to develop the mutual trust that Bonding entails.

What do you think the relationship is between Bridging and Banding?

Between Bonding and Blending?

Between Bounding and Bridging?

What kinds of "looping" have you experienced in your own work?

Can you think of any "missed opportunities" to use one or more of these Drivers in a work situation? What was that opportunity and what might have happened if you had not missed it?

FIG. 8-13/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The 5 Deep Dialog Deficits

In many situations, Deep Dialog Drivers are missing, leading to a communication process that either stalls out or, worse, ends up in a cacophony of conflicting voices. What can go wrong?

Dr. Perlmutter has identified five Dialog Deficits that are the most common ways the communication process is undermined. The consequences of these Deep Dialog Deficits are disastrous. In the cultural context, it may involve chronic inter-religious and inter-ethnic violence. In organizational settings, we see low morale, failed mergers, and the personal failures of leaders and managers.

Deep Dialog Deficits involve the absence of the seven essential Deep Dialog processes and the presence of egocentrism, ethnocentrism, abuse of power, and condescension in all its varieties. Below you'll find a description of each of these Deficits.

1. Fallow

There is no dialogue where a Fallow situation prevails. There is no conversation, little knowledge of the other, and often an active avoidance of the other(s). There may be underlying fears about contact. Fallow situations arise in organizations when managers protect their turf to the point that they make no effort to share resources and work with other managers.

2. Feeble

Feeble dialogues are marked by very little openness, inattentive listening, defensive encounters, and infrequent meetings. The result is minimal information exchange and a very narrow domain of sharing.

3. Frozen

Dialogue is Frozen when the parties become stuck in fixed positions. They may say they are not actively opposed to Deep Dialog, but they are also unable to move the relationship or project forward. Bridging does not seem to be possible in this situation and mediation fails in what is seen as a chronic stalemate.

FIG. 8-14/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

4. Failing

A Failing relationship exists where trust and respect are diminishing, efforts at Bridging aren't working, and there is a marked reduction in Bonding.

5. Failed

A Failed relationship is one rife with bad memories, unhealed wounds, and unsettled scores. There is no attempt at communicating and there are strong resistances to renewing attempts at dialogue.

Just as Deep Dialog itself exists at different levels, so too can each of the seven Drivers and five Deficits. That is, each Driver and each Deficit can be seen as having a transactional/behavioral dimension (Level I), a psychological dimension (Level II), and a spiritual dimension (Level III).

For instance, Bonding at Level I may be sharing a meal and some stories about family with a friend, while Bonding at Level III means you enjoy unconditional acceptance and trust from the other person. Similarly with the Deficits, a Frozen relationship at Level I might be a personality conflict, while a Frozen relationship at Level III would be characterized as chronic polarization, e.g., a stalemated merger attempt in which each merger partner takes actions to negatively affect the merger.

FIG. 8-15/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The Deep Dialog Drivers: Bridging

What is Bridging?

Bridging is the first of the DD Drivers. It is the ability to value, appreciate, and deal constructively with differences between and among people. These differences may relate to personality, background, values, cultural norms, education, age, etc.

At the core of Bridging is the belief that differences are important and healthy. It involves the willingness of the parties to engage in behavior that brings differences to the surface **and** the willingness to accept, overcome or constructively use these differences to further the relationship.

The sub-steps to Bridging are:

- Expecting differences
- Expressing differences
- Exploring differences for convergence and divergence (i.e., ask to understand, not to challenge)
- Respecting and accepting differences.

Why is Bridging a critical competency? What are the benefits of Bridging successfully with:

- Customers?

- Peers?

- Your manager?

- The people who report to you?

FIG. 8-3/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

What are your expectations?

After reading Dr. Perlmutter's article about Deep Dialog and Collaborative Social Architecture and thinking about the projects you've participated in and the relationships you have with customers, colleagues, and suppliers, what would you like to get out of this program? For instance, you may want to learn how better to pull a team together behind a common objective; or how to work with someone who is twenty-five years younger than you are; or how to bridge the cultural gap between you and a customer in another country – or in an organization that has just merged with your own.

List as many expectations as you'd like below. Select the most important one and write it on the index card you'll receive. Please put your name on the index card as well.

What would you like to leave with from this training program?

1. _____

2. _____

3. _____

FIG. 8-4/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Program Objectives

By the end of this training program, you will:

1. Understand how to use and apply the Deep Dialog Drivers, Deficits, and Collaborative Social Architecture to your own performance and to the performance of others;
2. Have greater confidence and competence in using DD and CSA skills;
3. Develop a remedial action plan for an actual work-related situation, using DD concepts and CSA;
4. Construct actual CSA roles, rules, rewards and missions that will govern a post-seminar community on the Internet;
5. Prepare to participate actively in an on-going post seminar virtual community intended to complete tasks, deepen understanding of DD and CSA and share knowledge, and solve problems.

FIG. 8-2/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

This training program is designed to help you understand, learn, and practice DD Drivers, and to be on the lookout for ways to avoid "stuck" or failing relationships by discussing how they might be remedied. We will be using this program as a kind of laboratory to practice these skills. We'll ask you to step back from an exercise or experience and discuss what went on in the group -- what worked to help the group reach its goal, and what didn't? In this way, you will be practicing constantly and becoming more and more comfortable and confident in using the language and skills of DD and CSA.

Even more than this, you will have an opportunity to **apply** what you're learning to on-going relationships in your workplace. (DD is, of course, applicable to all your other relationships as well. However, in this program we'll be examining your work relationships in particular.)

The accompanying **Deep Dialog Diary** will be used to explore some of the successful and not-so-successful relationships/projects you're currently involved in. You'll be able to track your own improvement and receive feedback from your colleagues as well as from the facilitator. And lastly, you will be joining in a post-seminar virtual Deep Dialog community that will enable you to continue honing your competencies, sharing knowledge with others, and problem-solving together.

While all this is serious business, learning can also be enjoyable. As we move through the program, you'll be participating in exercises that are both enjoyable and challenging and you'll be getting to know others in the program in very different ways.

Let's begin by finding out more about each other.

FIG. 8-17/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

What did you do in your groups during the unique/common ice breaker to bridge with others? How did you find out what was unique about the people in your group?

What kind of CSA did you develop in your "teams" to promote Bridging?

FIG. 8-8/18

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The Deep Dialog Drivers: Bonding

What is Bonding?

Bonding refers to developing relationships on the basis of mutual trust and respect. It often involves a personal chemistry with the other, an ability to create emotional ties, a linking with others based on common ground, liking, and comfort. The relationship that results is a truly authentic one – one that respects the dignity of the other.

At the core of Bonding is the willingness of the parties to self-disclose. While this may make them feel vulnerable, it also opens up the potential for a close, warm, authentic relationship.

The sub-steps to Bonding are:

- Opening up, revealing, and self-disclosing who you really are and how you really feel
- Respecting and responding positively to others' self-disclosure
- Looking for/anticipating common ground
- Building trust and credibility by following through on commitments, i.e., doing what you say you'll do.

Why is Bonding a critical competency? What are the benefits of Bonding successfully with:

- Customers?

- Peers?

- Your manager?

- The people who report to you?

FIG. 5-15/10

Deep Dialog Deficits - Frozen (continued)

FROZEN - Statements, major arguments are taking place between people with opposite positions

	1	2	3	4	5	6	7	8	9	10
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Sales (including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feeble Communications Between Groups

FEEBLE - Minimal Communications, no important information exchanged

Please rate the extent of your Feeble communications with people in other groups.

Assign a rating on a sliding scale from a very low rating of "1" to a very high rating of "10". If you have Feeble communications with 10% of the people in another group, rate it as a "1". If you have Feeble communications with about 30% of the group, rate it a "3"; and if you have Feeble communications with 70% of the group, rate it a "7", etc.

	1	2	3	4	5	6	7	8	9	10
Vice President/Senior Manager:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manager/Director:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor/Foreman:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Management Professional (Exempt):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Exempt Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hourly Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary Employee:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIG. 5-16/10

Deep Dialog Deficits - Feeble (continued)

FEEDLE - Minimal communications, no important information exchanged

	1	2	3	4	5	6	7	8	9	10
Finance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality/Product Engineering:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations/Manufacturing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic Sales (Including Canada):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Sales:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe the underlying reasons why you rated the quality of your Deep Dialog Deficit communications with individuals in the other groups. (Try to refer to the individual deficits and the specific groups you are referring to when describing the quality of communications)

The Deep Dialog Deficits:

- Fallow - No communications taking place
- Failed - People tried in the past and found they cannot communicate
- Falling - Current communications are getting worse
- Frozen - Stalemate; major arguments are taking place between people with opposite positions
- Feeble - Minimal communications, no important information exchanged

FIG. 8-50/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

DD Account/Relationship Plan

Part 3: Round-Robin Role Playing

This activity will give you an opportunity to try out your Deep Dialog and CSA competencies in a safe, practice situation.

One of your trio-mates will play your client or "problem person" in the relationship you've described.

You will be playing yourself with the task of using the Deep Dialog Drivers to work through your plan for remediation. If your plan has many steps, pick the most challenging face-to-face situation you foresee and role play that one.

The third member of your team will be the observer. He/She will give you feedback on how well you used your new competencies and may suggest some ideas for improvement.

Continue to conduct role plays in round-robin fashion until everyone has had an opportunity to play all three roles – yourself, someone else's "problem person," and observer.

Part 4: Finalizing Action Plans

Working individually, take a few minutes to incorporate into your Plan all the DD and CSA insights gained/shared during the process of :

- Preparing your Account/Relationship Action Plan
- Presenting that Analysis/Plan to colleagues for feedback
- Working through the role play.

FIG. 8-49/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

DD Account/Relationship Plan

Part 1: Developing the Plan

Refer to your Deep Dialog Diary and:

- Review the background material on the "failing" account/relationship that you brought to the program
- Review the notes you've periodically made in your workbooks and in your Diary on how specific DD Deficits and Drivers relate to your situation
- Organize and rethink this material by completing the pages in your Diary headed "DD Account/Relationship Analysis."

Part 2: Receiving Feedback

In your trio, please take turns informally presenting your situation, how you've analyzed it in DD and CSA terms, and the action steps you plan to take to remedy the situation. Be certain to give enough specifics about the other person involved and the situation – background, personalities, organizational dynamics, etc. – since one of the members of your team will be playing your "problem person" in a role play in the next part of this activity.

Your trio-mates will listen, ask questions, and offer suggestions and feedback. Talk about these and incorporate in your plan those ideas you feel will help you in repairing your relationship. There is a page in your Diary on which you can capture these comments.

FIG. 8-1/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Welcome to "Developing Competencies in Deep Dialog and Collaborative Social Architecture"

Deep Dialog is an innovative, powerful system for interpersonal communication that helps answer questions like the following:

- What makes for successful customer relations, projects, mergers, and strategic alliances?
- Why are some customers "customers for life" while others are still shopping around?
- Why is it that some companies still have loyal employees and employees who speak well of the organization while others have retention problems?
- Why is it that some of the projects we lead or participate in are successes from the start, while others never seem to get off the ground?
- How is it that some people have the ability to communicate well with others – even when they share very little in cultural backgrounds -- while others have difficulty getting messages across to their co-workers and colleagues with shared backgrounds?

Dr. Howard V. Perlmutter and his associates have found that at the root of positive relationships you will always find Deep Dialog Drivers and you will not find Deep Dialog Deficits. Moreover, you will find a Collaborative Social Architecture built around rules, roles, rewards, and purpose that allows the relationships to create, build, and complete tasks.

On the other hand, in situations where communication and relationships tend to break down, you will find that Deep Dialog Drivers are absent and Deficits are present. Moreover, no Collaborative Social Architecture may be present – or the architecture may be mismatched, roles poorly defined, rules and procedures unclear – so that relationships falter and tasks aren't accomplished.

Being skilled in the building blocks of Deep Dialog (DD) and understanding how to work with others to create a Collaborative Social Architecture (CSA) are key competencies for individuals and organizations who want to succeed and lead in the 21st century -- a century that will be marked by mergers, teamwork, highly educated customers, and global business.

FIG. 8-5/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Ground Rules

In this seminar, it's important to be conscious of how you learn by using DD and CSA as part of the seminar. Ground rules are one aspect of CSA. By agreeing on some rules that will govern your behavior with each other you'll be creating a structure for optimum learning. These ground rules may evolve through the program and they may also provide the "etiquette" for the virtual community we'll create together.

Since you will be giving each other feedback during the program, "Be open to constructive feedback" and/or "Deliver feedback in a constructive way" would be two examples of possible ground rules. "Participate actively" and "Stop and start on time" might be two others. What do you think?

What ground rules would you like to create so that everyone learns the most from this program? Some ground rules are already listed. Do you concur? What ground rules would you like to add?

1. Listen.
2. Suspend judgment.
3. Seek out underlying assumptions.
- 4.
- 5.
- 6.
- 7.
- 8.

FIG. 8-6/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Custom-Designed Dialogue

(Note: This would be designed and inserted for a specific customer)

FIG. 8-7/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Deep Dialog: An Introduction

What is Deep Dialog?

Deep Dialog is purposive communication that involves the exchange of information as well as constructive feelings and attitudes to reach shared objectives. Westerners might describe it as an "exchange of meaning" or "two-way communication." Easterners might characterize it as "warm communication" or "conversations from the heart."

Deep Dialog can refer to an individual dialogue, i.e., an interaction between two or more people at a particular moment. It can also refer to a relationship that comprises a series of such conversations, as well as the actions resulting from them.

However, Deep Dialog is more than and different from talking or having a conversation because it has two distinctive dimensions: it is constructive and it is deep.

It is **constructive** in the sense that it:

- Includes deeds and actions;
- Implies that persons are learning to think and build together;
- Involves the creation of structures and roles so that the deeds and actions may be accomplished.

It is **deep**, not superficial; it goes beneath the surface. It varies in level according to the degree of:

- Personal openness;
- Importance of issue being discussed;
- Impact the result or outcome of the dialogue has.

FIG. 8-8/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Deep Dialog Drivers exist on a number of levels.

Level I dialog is behavioral and/or transactional, e.g., you receive courteous and helpful customer service from a salesperson interested in meeting your needs.

Level II dialog is psychological, characterized by a greater degree of awareness of the personalities, needs, wants, and uniqueness of the individuals involved. Usually, this results in a partnership orientation.

Level III dialog is the experience of knowing someone "soul to soul" and can be considered spiritual in nature. At this level, we see a human in the deepest sense, endowed with some life meaning, and the relationship can be transformational in character, e.g., understanding the convergence of another's life goals and what that person does at work.

In spite of the fact that Levels II and III dialog are not as common as Level I, we all can recognize times in our lives when we've experienced these deeper Levels with individuals or groups.

What examples can you think of in your own life where you've experienced a Level II or III dialog?

In what ways do these experiences differ from Level I dialogs?

FIG. 8-9/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The Core of Deep Dialog: 7 Essential Drivers

Through his work with global corporations and other organizations, Dr. Permuter has identified seven essential processes that help us move beyond differences to establish trust, share knowledge, and reach goals with others that none of us could reach by ourselves. They are found in every project team, relationship, organization that is successful. They are the seven Drivers of Deep Dialog.

An overview of these Drivers follows. As you read about each one, please refer to the graphic "Deep Dialog Drivers."

1. Bridging

Bridging is the ability to deal constructively with differences among people, i.e., being open to and accepting of the differences of others. These differences may relate to culture, language, time, personality, or geography.

2. Bonding

Bonding refers to developing relationships on the basis of mutual trust and respect. Bonding often involves a personal chemistry that allows for feelings of friendship, the ability to engage in heart-to-heart conversations, and respect for the dignity of the other person.

3. Banding

Banding refers to a shared identity between individuals or among members of a group. The pair or group experiences a sense of "we" and talks in "we" language rather than referring to "I versus you." This driver is marked by a relationship's or group's movement toward harmony, unity, and interdependence.

FIG. 8-10/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

4. Blending

When a pair or group begins to collaborate creatively – brainstorming ideas, combining ideas for innovations – it is in the process of blending. Synergy is a good word to describe this driver because the pair or group realizes that together they can come up with better ideas than any one individual could come up with on his/her own.

Collaborative Social Architecture

These first four Drivers pertain to interpersonal relations – getting along with others, understanding their motivations, generating ideas together. The last three Drivers pertain more to working together as partners or in a group to get a task accomplished. As leaders/managers we always have to attend to these two dimensions – interpersonal relations and task accomplishment. Without balancing them both, it's difficult to have a successful project.

In the movement to the task dimension, we need to develop a structure or governance system in order to get things done. Dr. Perlmutter refers to this structure as Collaborative Social Architecture (CSA). Together, the parties to the relationship decide on the:

- ~ vision-mission
- ~ governance
- ~ strategy
- ~ culture
- ~ organizational design

that will help move them to successful completion of the task. The following three Drivers are the processes used to develop this architecture.

5. Bounding

During this process, the people in the relationship or the group begin to put boundaries around shared objectives. Decisions relating to what will be done, who will be included in the work, what resources are needed to accomplish the task, and what areas of cooperation are needed by members of the group are outlined.

FIG. 8-11/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

6. Binding

Here the parties in Deep Dialog make a commitment to work on a shared project with shared stakes in the outcome. The parties to the relationship become mutually accountable to each other and to the project's outcome.

7. Building

In this process, the parties to the relationship actually do the work they committed to doing. The parties takes action to implement a project/idea using a shared architecture, vision, and governance (leadership) to carry out the task.

FIG. 8-16/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

What are some of the barriers to Bridging?

- Unwillingness to share information, etc.
- Fear of non-acceptance
- Biases, prejudices
- The pressures of time and stress
- Being overly ego-involved

Any others?

What are some of the words, phrases, or actions associated with Bridging?

"That's really interesting. I've never thought of it that way . . ."

"I'm sorry for seeming insensitive about . . ."

"Where I come from we . . ."

"Tell me why you feel/think that way . . ."

"I can see now where you're coming from . . ."

"I learned this way; how were you trained to do this?"

Opening up to others.

Making eye contact (in the U.S.)

Being empathetic by using listening skills and non-verbal communication.

Reaching out physically to draw a person into a conversation or group.

What other words, phrases, or behaviors let you know when someone is Bridging? What does it look like? Sound like?

FIG. 8-19/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

What are some of the barriers to Bonding?

- Fear of closeness
- Feeling vulnerable
- Not willing to spend the time developing the relationship
- Lack of trust

Any others?

What are some of the words, phrases, or actions associated with Bonding?

Share stories of family and personal life.

Follow through with promises, commitments.

"Give" a little of yourself.

Be willing to leave your "comfort zone" and flex with someone whose personality is different from your own.

"We really click."

"You like that too?"

"You won't believe what I recently had to go through with my daughter . . ."

"Something just like that happened to me."

"I can't believe we grew up only blocks from each other."

What other words, phrases, or behaviors let you know when someone is Bonding? What does it look like? Sound like?

FIG. 8-20/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

What did you do in your groups during the unique/common ice breaker to bond with others? How did you find out what was common to the people in your group? Did you get "stuck" at any point? What did you do to get "unstuck"?

What kind of CSA did you develop in your "teams" to promote Bonding?

FIG. 8-21/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The Deep Dialog Drivers: Banding

What is Banding?

Banding refers to a shared identity between individuals or among members of a group. The pair or group experiences a sense of "we" and talks in "we" language rather than referring to "I versus you." This Driver is marked by a relationship's or group's movement toward harmony, unity, and interdependence.

Banding makes it possible to have shared inputs and outputs. There is a cohesiveness that exists in a relationship or group that has banded which leads to the development of shared norms. The focus of activity is based on "now" experiences, not on things that happened in the past.

At the core of Banding is the sense of "We're in this together" and/or "We need each other."

The sub-steps to Banding are:

- Using "we" language
- Focusing on a present/future shared identity
- Identifying strengths and weaknesses
- Expressing interdependence in words and actions relating to the benefits and consequences of working together.

Why is Banding a critical competency? What are the benefits of Banding successfully with:

- Customers?

- Peers?

- Your manager?

FIG. 8-22/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

-
- The people who report to you?
-
-

What are some of the barriers to Banding?

- Over-valuing individuality
- Over-valuing oppositional thinking
- Preference for working independently
- Feeling that you can do things better and quicker alone.

Any others?

What are some of the words, phrases, or actions associated with Banding?

"We're in this together."

"We need each other."

"I'm good at X, you're good at Y. Together we're a great team."

"Let's talk about what we can do regarding . . ."

"If you're able to do this, I can get it into the right hands for us."

"Let's band together."

"What you do affects what I do and vice versa."

Seeing and talking about "we" versus "others."

What other words, phrases, or behaviors let you know when someone is Banding? What does it look like? Sound like?

● **FIG. 8-23/10** ●

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Banding Exercise: Name That Team

In this exercise, you'll practice the Banding competency. Please find the people you worked with at the beginning of this seminar in the unique/common ice breaker. Your facilitator will give you the flip chart paper you've already worked on. Your task now is to come up with a name for your team. The team name should capture and express what sets you apart as a team.

Our team name is _____.

After coming up with a team name, step back from your work and answer these questions together:

- What did you do in your teams during this exercise to Band together around a name?

- How did you come up with the name?

- Did you get "stuck" at any point? What did you do to get "unstuck"?

- Were you using "we" language?

- What kind of CSA did you develop in your teams to promote Banding?

FIG. 8-24/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The Deep Dialog Drivers: Blending

What is Blending?

When a pair or group is in the process of blending it becomes a "we" with a purpose. There is much co-learning and co-creating related to a task – or to the discovery of new things to create. Brainstorming, building on and off of others' ideas, listening to combined thoughts and insights, giving and receiving feedback, and understanding others' assumptions and value differences are all part of Blending.

At the core of Blending is creative idea-generation where everyone's contributions are used and where everyone in the relationship has ownership of the new idea(s). A very high Level of Blending is marked by the sharing of tacit knowledge that is not well known, but is very valuable.

The sub-steps to Blending are applying creativity/teamwork to a specific purpose by:

- Eliciting ideas
- Contributing ideas
- Respecting ideas, deferring judgment
- Building and improving ideas.

Why is Blending a critical competency? What are the benefits of Blending successfully with:

- Customers?

- Peers?

- Your manager?

- The people who report to you?

FIG. 8-25/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

What are some of the barriers to Blending?

- Judging and evaluating
- Poor listening skills
- Inability to applaud or admit to another's good idea
- Inability to deal constructively with disagreement.

Any others?

What are some of the words, phrases, or actions associated with Blending?

"How could we accomplish both of those things?"

"Not only that, we could also . . ."

"How about if we . . ."

"I think we could try . . ."

"In other words, you'd like to . . ."

"Tell me more about that."

"Here's another possibility . . ."

"How will that play out?"

What other words, phrases, or behaviors let you know when someone is Blending? What does it look like? Sound like?

FIG. 8-26/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Blending Exercise

Please "pair up" with someone in the group you don't usually work with. Together, come up with an answer(s) to this question:

What could we do, working together, that we could not do individually?

Together, answer these questions about the work you just did:

- What did you do during this exercise to Blend your ideas in order to answer this question?
- How did you come up with your answer?
- Did you get "stuck" at any point? What did you do to get "unstuck"?
- Were you using "we" language?
- What kind of CSA did you develop in your pair to promote Blending?

FIG. 8-27/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

COLLABORATIVE SOCIAL ARCHITECTURE

Collaborative Social Architecture (CSA) refers to those social structures that promote collaboration between persons or groups inside organizations and nation states.

The concept of architecture has Greek origins, from the word "architectonike," or "structures with human values" -- not necessarily a physical structure.

At the **organizational level**, in virtual communities, and in nation states the dimensions of CSA include vision-mission, governance, (leadership and key stakeholders), strategy, culture, and organizational design. At the **group level**, CSA would refer to such structures as a top management team, or a **cross-functional team** with representatives from R&D, marketing, finance, and manufacturing. At the **individual level**, CSA would include socially defined **roles**, such as a customer relations manager. **Roles** may be described in terms of purposes, functions and primary activities, incentives, metrics, status and how they add value to the organization.

Problems in dialog may result when the CSA is missing, is mismatched or misfit with a stakeholder, or misaligned. For instance, a CSA for Jerusalem agreed to by both the Israelis and the Palestinians is **missing**. At the organizational level, McDonald's presence in France is an example of a **mismatch** or **misfit** with stakeholders. And firms with global visions but whose cultures are either ethnocentric or provincial are **misaligned**.

How does a CSA **facilitate** or **impede** the development of DD relationships?

What are the possible consequences of "**mismatches**" of CSA components?

How can you re-design **your role** so that you can better facilitate and promote the DD Drivers and reduce the Deficits? (Refer to the role description/ definition you completed on page 4 of your Deep Dialog Diary.)

FIG. 8-28/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The Deep Dialog Drivers: Bounding

What is Bounding?

When a pair or group is in the process of Bounding, it begins to put boundaries, borders, and focus around the direction in which it plans to move. An area of cooperation or a domain of sharing is carved out, and by definition, certain options are excluded, at least for the moment.

Bounding requires that the relevant actors be identified, resources located, and directions set. **It is very important that the people who are part of the problem should be part of its solution (POPPOS).** Bounding involves making conscious choices and has a future orientation. Built on previous dialog modes, Bounding is very much an echo of Banding – in fact, it may be viewed as "concretized" Banding because the focus of the "we" is sharpened.

At the core of Bounding is choice – choosing the focus, task, mission, and people who will be involved in the work/task.

The sub-steps to Bounding are:

- Establishing priorities
- Determining focus:
 - What tasks to achieve
 - Who needs to be involved
 - What other resources are needed
- Discussing CSA issues, e.g., how to design roles that will promote Drivers and reduce Deficits.

Why is Bounding a critical competency? What are the benefits of Bounding successfully with:

- Customers?

- Peers?

FIG. 8-29/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

-
- Your manager?

- The people who report to you?

What are some of the barriers to Bounding?

- Deep, unbridged differences in values
- Failure to include those who are part of the problem
- Insufficient resources
- Failure to uncover hidden assumptions.

Any others?

What are some of the words, phrases, or actions associated with Bounding?

"What direction should we go in?"

"We've got to focus on something . . ."

"What should we do?"

"Who else should be here?"

"What other information do we need?"

"What other resources do we need?"

What other words, phrases, or behaviors let you know when someone is Bounding? What does it look like? Sound like?

FIG. 8-30/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

BOUNDING EXERCISE

Please re-group with the person you worked with on the Blending exercise – where you answered the question: "What could we do, working together, that we could not do individually?"

Looking now at the list of things you came up with, use the Bounding Driver to:

- Select one to focus on
- Decide who needs to be part of the group besides you two to accomplish the task
- List any other resources or information you need to accomplish what you've set out to focus on.

FIG.8-31/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The Deep Dialog Drivers: Binding

What is Binding?

Binding occurs when individuals in a relationship or a group make a decided commitment to work together for shared outcomes. They become mutually accountable – responsibility, risk, and rewards are shared. The outlook of the individuals involved is clearly on actions in the future – what we will do. The parties begin developing goals/setting milestones, and other aspects of a CSA, e.g., roles, governance structure, etc., that will get them there.

Binding translates Dialog into a commitment to future action.

The sub-steps to Binding are:

- Making individual and group commitment to future actions/outcomes:
 - stakes
 - accountabilities
- Deciding upon and committing to CSA issues, e.g., how to design roles that will promote Drivers and reduce Deficits.

Why is Binding a critical competency? What are the benefits of Binding successfully with:

- Customers?

- Peers?

- Your manager?

- The people who report to you?

FIG. 8-32/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

What are some of the barriers to Binding?

- Reluctance/failure to share responsibilities
- Values in the larger organization that don't support the CSA of the new group
- Varying levels of commitment.

Any others?

What are some of the words, phrases, or actions associated with Binding?

"I'm ready to throw my hat in the ring. How about you?"

"Let's do it!"

"What part would I be playing to make this happen?"

"What specifically should we make our goal?"

"When do you think we'll realistically be able to do this?"

"We need everyone's help on this."

"Without all of us giving our all on this, it won't happen."

What other words, phrases, or behaviors let you know when someone is Binding? What does it look like? Sound like?

FIG. 8-33/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The Deep Dialog Drivers: Building

What is Building?

Building is the process of implementing the plan. As part of the Building process, the individuals or group puts together an action plan and roles for carrying out the goal or mission – it's "walking the talk." In addition to action, during Building, the Collaborative Social Architecture of the group becomes more firmly established with roles, rules, procedures, and governance structure becoming clearer and more permanent. These structures enable the actions taken to be monitored, verified, and improved upon. The structure itself may have to be improved upon as work toward the goal is completed.

Building is truly the "Dialog of Deeds."

The sub-steps to Building are:

- Establishing a detailed action plan
- Following through on CSA commitments
- Continuing DD with actions (in addition to words)
- Expanding the circle of DD interaction/influence
- Looking for opportunities for Level II and III Drivers.

Why is Building a critical competency? What are the benefits of Building successfully with:

- Customers?

- Peers?

- Your manager?

- The people who report to you?

FIG. 8-34/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

What are some of the barriers to Building?

- Individuals/Members not following the CSA
- Individuals/Members not following through with the actions they promised
- A CSA that is mismatched with the mission/goal of the parties.

Any others?

What are some of the words, phrases, or actions associated with Building?

"Okay, so who's going to do what to make this happen?"

"When do you think you'll have that done?"

"When do we want to meet again?"

"We should celebrate our first milestone somehow."

"What should we do if plan A doesn't work?"

"We need to have a system to let each other know where we're at on our tasks."

"Let's write down a list of who's going to do what by when."

What other words, phrases, or behaviors let you know when someone is Building? What does it look like? Sound like?

FIG. 8-35/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

BINDING and BUILDING EXERCISE: LOST ON THE MOON

Your spaceship has just crash-landed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board, except for the 15 items listed below.

Your crew's survival depends on reaching the mother ship, so you must choose the most critical items available for the 200-mile trip. Your task is to rank the 15 items in terms of their importance for survival. Place "1" by the most important item, "2" by the second most important item, and so on through "15", the least important. (Use column A for this ranking.)

	A	B	C	D	E
Box of matches					
Food concentrate					
Fifty feet of nylon rope					
Parachute silk					
Solar-Powered heating unit					
Two .45-caliber pistols					
One case of dehydrated milk					
Three 100-pound tanks of oxygen					
Stellar map (of the moon's constellations)					
Self-Inflating life raft					
Magnetic compass					
Five gallons of water					
Signal flares					
First-Aid kit containing injection needles					
Solar-Powered FM receiver-transmitter					

Now rank the fifteen items as a team/crew and put this ranking in column B.

FIG. 8-36/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

DISCUSSION QUESTIONS: Lost on the Moon

Stepping back now from the work you've just accomplished with your "crew", please answer these questions about the Dialog you've just had. (Note: An alternative might be to have a group of observers watching while a group goes through this exercise -- "fishbowl" style -- who will give feedback to the problem-solving group by answering these questions.)

- What Drivers did members of the group use? At what Level(s)?
- How were the Drivers used?
- How were the Drivers linked to each other?
- At what point(s) did group members make a commitment to an action, a plan, or other CSA components? (Give examples)
- What type of CSA did the group construct, e.g., who emerged as leader(s), what type of decision-making system did the group use, what roles did different people play?
- At any point did the group get stuck? If so, what did members do to regain momentum?

FIG. 8-37/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Custom-Designed Success / Failure Stories

(These custom-designed "stories" will be used as references to demonstrate the applicability of DD Drivers and Deficits to real-life situations in the organization. The success story will help pull together all the work done previously on the Drivers; the failed project story will help as a reference when discussing the Deficits in the next section.)

FIG. 8-38/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

DEFICITS AND LEVELS

While Drivers are the competencies that help us create relationships with others through dialogue, Deficits occur when dialogue falters and relationships break down. In the preceding exercises, questions were asked about groups or pairs of people getting "stuck" – these are signs that a Deficit is hiding in the wings and that Drivers are needed to mend the relationship, repair the dialogue.

Like Drivers, Deficits can exist at different levels. The three Levels of Deficits can be thought of as low, serious, and critical. In addition, the different types of Deficits can be seen as having a natural hierarchy from easiest-to-remedy to most-difficult-to-remedy. In other words, it would take much more hard work and greater application of Drivers to remedy a dialogue that was Frozen or Failed at Level III than a Level I Feeble or Fallow Dialog.

What follows is a review of the five Deficits, their relationship to the Drivers, and some examples of different Levels of Deficits.

Fallow: In a Fallow situation, there is no conversation, no encounter of any kind. At Level I, the causes of this non-dialogue tend to be the lack of will or effort on the part of one or both parties. Inertia, ignorance, and indifference in various combinations are often present. An example might be a customer who is satisfied with a supplier and therefore has Fallow Dialogs with other potential suppliers.

Level II Fallow Dialogs, however, might result from the active desire of one or sometimes both potential dialogue participants to avoid talking to each other, to avoid opening a "Pandora's Box." In the customer-supplier scenario above, a Level II Fallow Dialog might involve a customer who didn't want to open a dialogue with certain potential suppliers because they would propose a whole new system of operating, creating a series of secondary and tertiary problems for the customer.

At its most serious level, Level III, one or both parties are willing to go to great lengths to avoid opening a dialogue. A customer who says, "I wouldn't deal with them if they were the only supplier around!" would be exhibiting signs of a Level III Fallow Dialog.

FIG. 8-39/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

To remedy Fallow situations, the parties need to meet so that they can start the process of Bridging and Bonding. Of course, for Level I, this would be easy to get started – a request to meet might be all it would take. For Levels II and III, however, the challenge would be much more difficult, with the party wanting to open the dialogue often required to initiate some dramatic Bridging or Bonding behavior as a way of getting in the door.

Feeble: Feeble Dialogs are characterized by weakness, by lack of effort on both sides, by going through the motions. In Feeble Dialogs, the good news is that the parties are technically "talking to each other." The bad news is that they're not *really* talking to each other; they're meeting because they're required to do so or because it's less damaging to meet and do nothing, than to decide not to meet anymore. No one expects anything, no one puts any effort into the dialogue, and everyone walks away with expectations met.

In terms of Levels, a Level I Feeble Dialog might simply be an outside event – the upcoming labor contract, a new government regulation – to get the parties really talking. However, in Levels II and III, the parties would be much more invested in maintaining the appearance, the outer trappings of dialogue without any meaningful engagement in or commitment to making it real. An example of a Level III Feeble Dialog is one that can be referred to as "NIH" – Not Invented Here. In this situation, there is an active attempt to *not* give each other very much; an active attempt to restrict information and to give as little as possible to the other.

Feeble Dialog has the greatest potential for remediation if the parties are aware of what is happening and take some action to repair the relationship by re-Bridging and re-Bonding.

Frozen: As the name implies, Frozen Dialogs are characterized by a lack of movement or change. Positions are fixed and in opposition. While neither side says anything new, they might articulate their positions with increasing loudness or passion. Neither side hears anything new, to the extent that they are listening at all, and nothing happens.

Frozen Dialogs, as the term implies, are usually remedied by some form of thaw, some softening of the hardened positions. Sometimes this thaw is a result of one party's unilateral action, sometimes it's bilateral, or at other times, it can be due to the presence of a third party who facilitates the relaxing of stances.

FIG 8-40/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

The difference between Levels I, II, and III of Frozen Dialog can be thought of as their degree of severity, or the "thickness of the ice." At less critical levels, a Frozen Dialog may be thawed by either of the two parties shifting positions or even declaring themselves *willing* to consider a change. In this sense, Level I Frozen Deficits can crop up periodically in on-going dialogues, even successful ones.

On the other hand, Frozen Dialogs at Levels II and III are much more serious. Entrenched positions in labor-management or border conflicts are examples of seriously Frozen Dialogs. While Bridging is difficult in such situations, it may be possible to change or redesign the CSA, especially the roles the parties are playing, so that some movement toward dialogue and Bridging can occur.

Failing: In a Failing Dialog or relationship, trust and respect are decreasing and, if there are efforts to bridge differences, they aren't working. The dialogue is in the process of closing down, of ceasing, of failing, and, unless something is done, or unless something changes, that is the most likely outcome – a Failed Dialog.

To the degree to which the dialogue participants are committed to *not* making changes – changes in positions, personnel, procedures – is the key to the three Levels. At Level I all it might take is for one party to say, "We're not getting anywhere this way. Let's try something different."

At the other end of the spectrum, a Failing Dialog at Level III could involve parties who might feel trapped in a process even though they saw the clear path to failure of the dialogue if nothing changed. At the extreme, one party might even feel committed to failing rather than take the risks involved in making the changes required to reverse the slide towards failure.

Failed: A Failed relationship is one where there is no attempt at communicating. It is a relationship characterized by unsettled scores, bad memories, unhealed wounds. There is great resistance to renewing attempts at dialogue. This is a situation where de-Bridging, de-Bonding, etc. have occurred.

Of all the Deep Dialog Deficits, Failed Dialogs are usually the most problematic. There is a history in Failed Dialogs, and it is negative. It is negative towards the people involved -- they don't trust or like each other. It is negative towards renewing dialogue – they've heard it and they disagree

FIG. 8-41/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

with it. And it's negative toward the process of dialogue itself – we tried it, it didn't work, there's no reason to think it will be any different this time.

The Level of a Failed relationship may be viewed on the basis of how high a Level of Bonding there was between the parties and the length of time over which the relationship existed. If the relationship were one, for instance, between salesperson and customer, that had extended over many years time and was characterized by a high Level of Bonding, the Failed relationship would be at Level III. Repairing a Level III Failed relationship is extremely difficult.

In all of these Deficit situations, a de-humanization is occurring. It is only when we use the 7 Driver competencies that the situations become human again and constructive dialogue can take place. The first step is recognizing the Deficit, the second step is the willingness to do something about it, and the third is to use the 7 Driver competencies and/or a different CSA configuration to remedy the relationship.

FIG. 8-42/10

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DISCUSSION QUESTIONS (large group)

What are some examples of the different Deficits that occur in your work world? At what Levels do they occur?

What are some of the telltale signs – words/phrases/actions/situations that make you aware of a Deficit? For example, someone consistently not showing up for a project meeting, someone digging in his/her heels about how things will have to operate, etc.

FIG. 8-43/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

DISCUSSION QUESTIONS (small group)

In your small group, answer the following questions about the Deficit you've been assigned.

- What is the nature of the challenge of this Deficit for us, for our organization?

- What are some of the approaches/tactics for us to remediate this Deficit? Specifically, which Drivers would be most useful for remediating this Deficit? What role redesigns or other CSA changes would help remedy this Deficit?

- How did we deal with any Deficits that emerged in our group while we were dialoguing about this Deficit?

FIG. 8-44/10

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EVENING ASSIGNMENT

Person to Person (P2P): Part 1

In this exercise you will be paired with another person in the seminar – preferably someone you don't know very well. This evening, spend some social time together – perhaps have dinner together. Initially, spend at least two hours discussing the following:

- What you learned today regarding Deep Dialog that really hit home – you might share your Diary notes with each other;
- Topics regarding each person's formative life experiences, interests, some of your "dreams", and "what you want out of life";
- Values, beliefs, self-image, education, cultural influences, travel, religion, career.

Now, individually, prepare a "report" on the following page that outlines what you learned about the other person. Be brief, concise, use bullet points if you wish. Be sure to include in this report:

- Your initial impressions/stereotypes of your partner and how and why these may have changed after your discussion;
- The degree to which you were able to engage in DD ;
- The degree to which you were able to overcome Dialog Deficits and which Deficits still remain;
- The depth of the Dialog achieved, e.g., Level I, II, III, and what obstacles you faced, especially for reaching Level III DD.

Use the left-hand column to write your report. When you're both finished, trade papers and have your partner note in the right-hand column any feedback related to how well he/she was understood. You can use the code "UC" for "understood completely"; "UP" for "understood partially"; and "NU" for "not understood." Discuss the feedback you gave each other.

FIG. 8-45/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

P2P Individual Report

My Notes

Partner's Feedback

First

Impressions: _____

Major Life

Experiences: _____

Values: _____

Other: _____

FIG. 8-46/10

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Person to Person (P2P): Part 2

In the second part of this exercise, please discuss the dialogue you've been having with your partner by:

- Individually assessing the dialogue, using the Driver and Deficit scales provided on the next page
- Sharing your assessments, discussing them, and explaining where and why you agree/disagree
- Preparing a short report together to be presented to the whole group regarding:
 - What you and your partner have learned about getting to know another person who may be very different from you;
 - Some guidelines for breaking through stereotypes;
 - Suggestions on how to Bridge the differences (or Deficits) you identified and to overcome some of the misunderstandings and misperceptions you had initially;
 - Suggestions on how to Bond, Band, and Blend with a person whose background is very different from your own;
 - What skills, knowledge, attitudes are necessary to overcome DD Deficits and to achieve different degrees of depth of the dialogue (Levels I, II, III).

FIG.8-47/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

Assessing Our Deep Dialog Drivers

Assess the Dialog you just had using the following scale for the four Deep Dialog Drivers. Give a score between 10 for "high degree, fits well," down to 1 for "very low, does not fit."

1. ____ **Bridging:** We were able to bridge time, language, cultural and geographic differences.
2. ____ **Bonding:** Our dialogue was marked by a distinctive sense of mutual trust and respect.
3. ____ **Banding:** Our dialogue was marked by collaborative team interactions and a willingness to band or join together.
4. ____ **Blending:** We took opportunities to blend ideas, with frequent innovations forthcoming.

Assessing Our Deep Dialog Deficits

At the end of your discussion, to what degree do these apply?

- 1 = Does not apply
- 2 - 9 = Applies partially
- 10 = Applies completely

1. ____ **Fallow:** No communications taking place.
2. ____ **Feeble:** We had minimal communication.
3. ____ **Frozen:** We found that major arguments took place with polarized positions.
4. ____ **Failing:** We found that current communications are getting worse.
5. ____ **Failed:** We tried and we found we cannot communicate.

FIG. 8-48/10

Developing Competencies in Deep Dialog and Collaborative Social Architecture

P2P REPORT

On the basis of your discussion and your assessments, together write a short report in bullet form on your conclusions that will be shared with the rest of the group.

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